| **Resource Name** | **Out-of-School Youth Resource Description** |
| --- | --- |
| **WIOA Resources** | |
| [Department of Labor WIOA Resource Page](http://www.doleta.gov/WIOA/) | This website contains all WIOA related information from the Department of Labor, including guidance, technical assistance tools and resources, and frequently asked questions. |
| [Department of Education WIOA Resource Page](http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html) | This website contains all WIOA related information from the Department of Education, including guidance, timelines, and technical assistance tools and resources related to Adult Education and Literacy and Vocational Rehabilitation. |
| [WIOA Stakeholder Consultation: Services to Disconnected Youth](https://www.workforce3one.org/view/5001422655645011580/info) | Webinar, transcripts, chat logs providing an overview of youth program changes under WIOA and stakeholder input in 4 key areas:   * What delights you most about WIOA? * What opportunities do you see for youth under WIOA? * What troubles you about WIOA? * What can be improved for youth under WIOA? |
| **Federal Youth Guidance** | |
| [TEGL 33-12: WIA Youth Program Guidance for PY 2013](http://wdr.doleta.gov/directives/attach/TEGL/TEGL_33_12_Acc.pdf) | This 2013 TEGL provides the most recent guidance related to the WIA Youth Program. |
| [TEGL 13-09: Contracting Strategies That Facilitate Serving The Youth Most In Need](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2854) | This 2010 TEGL provide guidance to states, workforce investment boards, and Workforce Investment Act (WIA) youth service providers on contracting strategies that facilitate service providers to serve the youth most in need, while still achieving performance goals. |
| [TEN 01-14: Strategies for Using Workforce Investment Act Youth Formula Funds to Serve Court-Involved Youth and Youth At-Risk of Offending](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=6552) | This TEN provides examples of strategies that may prove useful for WIA programs that serve court-involved youth and youth at-risk of offending, and tips for designing and operating programs for this population. |
| [TEN 32-13: Supporting Successful Transition to Adulthood for Current and Former Youth in Foster Care Through Coordination with the John H. Chafee Foster Care Independence Program](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=8881) | This TEN informs states and local areas about how Workforce Investment Act (WIA) formula-funded youth programs can assist youth who are currently or were formerly in foster care to complete post-secondary education and training by coordinating with state and local Independent Living coordinators to ensure youth have knowledge and access to the John H. Chafee Foster Care Independence Program (Chafee program) Education and Training Vouchers (ETVs), and State Tuition Waivers. |
| **Promising Program Design Resources** | |
| [Portland’s Career Connect Network Guide](http://www.worksystems.org/sites/default/files/Career%20Connect%20Network%20Providers_0.pdf) | Portland’s Career Connect Network provides multiple entry points to career preparation services for low-income youth. This guide contains service and contact information for each of the 11 partners. |
| [Brandeis Enough is Known For Action Conference Materials](http://cyc.brandeis.edu/Employ-educate-support-youth/EnoughisKnownforAction.html) | Panelists from six leading communities addressed how results-oriented partnerships involving government, business, nonprofits, public schools, post-secondary institutes and intermediaries employ, educate, and support youth by leveraging resources – including those made available through the Workforce Innovation & Opportunities Act (WIOA). |
| [Bringing Students](http://www2.ed.gov/programs/dropout/re-engagement-guide121914.pdf)  [Back to the Center: A Resource Guide for Implementing and Enhancing Re-Engagement Centers for Out-of-School Youth](http://www2.ed.gov/programs/dropout/re-engagement-guide121914.pdf) | This Department of Education-funded guide highlights lessons learned from 10 sites’ experiences operating re-engagement centers for out-of-school youth, and includes:   * Understanding disconnected youth and their needs * Defining a re-engagement center and its key functions * Determining the range of existing models and their operation * Assessing impact and measuring outcomes * Planning for sustainability * Identifying where to go for colleague consultation, resources, and tools |
| [State Policies to Reengage Dropouts](http://www.nga.org/files/live/sites/NGA/files/pdf/1107REENGAGEDROPOUTS.PDF) | This NGA Issue Brief shares information on effective state policies and strategies for reengaging high school dropouts and creating effective on-ramps to attain a high school diploma (and more). |
| [Whatever It Takes: How Twelve Communities are Reconnecting Out-of-School Youth](http://www.aypf.org/resources/whatever-it-takes-2006/) | This guide documents what committed educators, policymakers, and community leaders across the country are doing to reconnect out-of-school youth to the social and economic mainstream. It provides background on the serious high school dropout problem and describes in-depth what twelve communities are doing to reconnect dropouts to education and employment training. It also includes descriptions of major national program models serving out-of-school youth. |
| [College, Career & Technology Academy Toolkit](http://ccta-psja.jff.org/) | Jobs for the Future presents the College, Career & Technology Academy Toolkit, a resource for practitioners seeking to prepare off-track, out-of-school youth for postsecondary success. Located in the Pharr-San Juan-Alamo Independent School District, Texas, CCTA is a dropout recovery school where young people experience themselves as college students rather than high school dropouts. |
| [Building a Skilled and Educated Workforce - Exploring Multiple Pathways to Community College for Out-of-School Youth](https://www.workforce3one.org/command/view.aspx?look=5000723343405970074&mode=info&pparams=) | This 90-minute 2008 webinar focuses on established pathways that programs can use to connect out-of-school youth and those youth at-risk of dropping out of school to post-secondary educational opportunities. Though there are many paths, experts will address Dual Enrollment, GED programs, the Early College Model, and the Ability-to-Benefit test. |
| [Pathways to Long-Term Success for YouthBuild Students](http://www.ybhandbooks.org/files/tools/Pathways-To-Long-Term-Success-1211_0.pdf) | While aimed at YouthBuild grantees, this manual provides anyone working with youth essential tips and ideas on developing a comprehensive plan for success with your clients. This manual covers:   * Preparing your program to provide effective career development for young people * Preparing young people for jobs and careers, further training, post-secondary education, and leadership roles in service to their communities * Placing young people in jobs, service placements, further training, or post-secondary education after they complete the program * Supporting young people to successfully maintain those jobs, service opportunities, or educational placements for a minimum of three quarters after they exit YouthBuild and, ideally, for much longer. |
| [Mentoring Youth and Young Parents: A Guidebook for Programs Helping Youth and Young Parents Navigate a Pathway to Self-Sufficiency](http://wdr.doleta.gov/research/FullText_Documents/Mentoring_Youth_and_Young_Parents_Guidebook.pdf) | This 2013 guidebook (and related [webinar](https://www.workforce3one.org/command/view.aspx?look=5001412547265829123&mode=info&pparams=)) capture the lessons learned from the Young Parents Demonstrations Project, offering user-friendly guidance for local workforce programs and agencies that want to develop and implement mentoring programs to help youth or young parents improve their employment and education or training outcomes. |
| [The Connection Point: Reaching and Engaging Older, Out-of-School Youth](https://www.workforce3one.org/command/view.aspx?look=5000723343405969856&mode=info&ppaams=) | This 2005 webinar discusses findings from focus groups conducted with disconnected youth to determine the extent youth are aware of WIA funded youth services, and identify both perceived and real obstacles that prevent youth from accessing services. The webinar also explores strategies for overcoming these obstacles, and examines ways that the Workforce Investment System and Youth Service Providers can effectively recruit and engage this population. |
| [Building Roads to Success: Key Considerations for Communities and States Reconnecting Youth to Education](http://nyec.org/content/documents/Building%20Roads%20cover-FINAL.pdf) | This National Youth Employment Coalition toolkit is designed to assist community and state leaders, youth advocates, educators, and other stakeholders interested in improving or expanding upon the options for struggling students and out-of-school youth. It provides background on important aspects of state and local policy, cross-system collaboration, data, capacity building, and funding to help local- and state-level stakeholders think about where to start, how to assess how their community or state is doing, and how to improve or expand upon work already under way. Throughout, there are examples of promising and successful programs, policies, and initiatives. |
| [Policy to Performance Toolkit: Transitioning Adults to Opportunity](https://learnwork.workforce3one.org/view/4101234250052618255/info) | The Toolkit is organized to assist state adult education staff in analyzing current ABE transition activities, determining the gaps in their current transition policies and practices, and reframing existing policies or developing new policies to advance low-skilled adults’ transition to postsecondary education, training, and employment. |
| [What Works in Job Training: A Synthesis of the Evidence](http://strategies.workforce3one.org/practices/1037) | This 2014 report presents a synthesis of evidence on adult and youth job training strategies, training-related supports, and other important strategies, such as employer/industry engagement and cross-agency/system collaboration. Section Two highlights what works for youth. |
| [Youth Connections Community of Practice](https://youth.workforce3one.org/page/resources) | Resources shared by youth practitioners from around the country on topics including career guidance, credentialing, sustainability, partnerships, and many more. |
| [Engaging Out-of-School Youth](http://www.schoolandmain.org/storage/smi-materials/engaging%20out%20of%20school%20youth1203.pdf) | This guide was developed for the State of Texas to help service providers identify youth who qualify for out-of-school youth services under WIA and craft service strategies that help the toughest-to-serve young people build a more stable foundation for personal and professional growth. |
| [Focused Futures: Serving Out-of-School Youth](http://jfs.ohio.gov/owd/WorkforceProf/Youth/Docs/OutofSchoolYouth.pdf) | This guide was developed for the State of Ohio to assist WIA youth service providers effectively reach out, recruit, and engage out-of-school youth. |
| **Front-Line Staff Resources** | |
| [Improving Services and Performance: Toolkit for Effective Front-Line Services to Youth](http://www.doleta.gov/youth_services/Toolkit-improve.cfm) | This toolkit includes a manual on taking a youth-development approach to prepare youth to become increasingly more self-sufficient and a series of nine related training modules. Topics include case management, recruitment, intake, assessment, meeting the needs of the labor market, implementing the plan, follow-up, documentation, and evaluation. |
| [The YouthBuild Manual for Counseling, Case Management, and Program Culture](http://www.ybhandbooks.org/counseling-case-mgmt1) | This manual provides assistance with systematically planning and implementing the counseling and case management components of a YouthBuild program, but would be useful to program directors, program managers, and counselors with any program working with young people. It also includes in-depth information on how to handle issues such as substance abuse, sexual harassment, and violence or negative behavior, and contains links to many other useful tools and reports. |
| [Effective Case Management Resources Page](https://effectivecasemanagement.workforce3one.org/index.aspx) | This Workforce3One page is a repository for tools and resources to ensure high quality case management in workforce investment programs. |
| [Youth in Transition:](http://www.dol.gov/odep/topics/youth/softskills/)  [Soft Skills to Pay the Bills — Mastering Soft Skills for Workplace Success](http://www.dol.gov/odep/topics/youth/softskills/) | This curriculum developed by the Office of Disability Employment Policy focuses on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments. The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. |